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RACIAL AND ETHNIC SURVEY OF CALIFORNIA PUBLIC SCHOOLS. PART II, DISTRIBUTION OF EMPLOYEES.

BY- RILES, WILSON C. AND OTHERS
CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO

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THE CALIFORNIA STATE BOARD OF EDUCATION CONDUCTED A SURVEY OF SCHOOL ADMINISTRATIVE UNITS TO DETERMINE IF THE RACIAL AND ETHNIC COMPOSITION OF EMPLOYEES WAS CONFORMING WITH STATE LAW. AT THE K-12 LEVEL ABOUT 75 PERCENT OF THE STUDENTS IN CALIFORNIA PUBLIC SCHOOLS ARE OF THE ANGLO CAUCASIAN GROUP. MEMBERS OF THAT GROUP HOLD 91 PERCENT OF THE TEACHING POSITIONS, 93 PERCENT OF THE OTHER CERTIFICATED POSITIONS, AND 96 PERCENT OF THE PRINCIPALSHIPS. THE ANGLO GROUP ALSO HOLDS 84 PERCENT OF THE CLASSIFIED POSITIONS, AND ONLY IN THE CATEGORY OF TEACHER AND COMMUNITY AIDES DO SCHOOLS EMPLOY MAJORITY-GROUP AND MINORITY-GROUP INDIVIDUALS IN ABOUT THE SAME PROPORTIONS THEIR GROUPS ARE REPRESENTED IN THE PUPIL POPULATION. AT THE JUNIOR COLLEGE LEVEL, 83 PERCENT OF THE STUDENTS ARE ANGLO, WHILE 95 PERCENT OF THE TEACHERS AND 99 PERCENT OF THE ADMINISTRATORS ARE MEMBERS OF THAT ETHNIC GROUP. IT WAS CONCLUDED THAT CALIFORNIA PUBLIC SCHOOLS HAVE NOT SOLVED THE PROBLEMS OF RECRUITING, EDUCATING, HIRING, ASSIGNING AND PROMOTING MEMBERS OF THE STATE'S RACIAL AND ETHNIC MINORITIES ON AN EQUAL BASIS WITH MEMBERS OF THE MAJORITY ETHNIC GROUP. (ES)

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RACIAL AND ETHNIC SURVEY OF CALIFORNIA PUBLIC SCHOOLS

Part Two: Distribution of Employees

Fall, 1966

CALIFORNIA STATE DEPARTMENT OF EDUCATION
MAX RAFFERTY—SUPERINTENDENT OF PUBLIC INSTRUCTION
SACRAMENTO 1967

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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RACIAL AND ETHNIC SURVEY OF CALIFORNIA PUBLIC SCHOOLS

Part Two: Distribution of Employees

Prepared in the

OFFICE OF COMPENSATORY EDUCATION
Wilson C. Riles, Director

BUREAU OF INTERGROUP RELATIONS
Armando M. Rodriguez, Chief of Bureau
William L. Fowler, Consultant
Frederic R. Gunsky, Consultant

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RACIAL AND ETHNIC SURVEY OF CALIFORNIA PUBLIC SCHOOLS

Fall, 1966

PART TWO: DISTRIBUTION OF EMPLOYEES

I. INTRODUCTION

A. Purposes and scope. This is the second part of a report of the distribution of pupils and employees in the public schools of California. It has been prepared from data submitted in fall, 1966, by officials of the school districts and by county superintendents of schools in the first survey of its kind conducted by the State Department of Education. Part One: Distribution of Pupils was received by the State Department of Education in March, 1967, and was issued by the Department as a separate publication.*

The survey was made at the direction of the State Board of Education to provide information to the Commission on Equal Opportunities in Education and the Department of Education concerning the racial and ethnic composition of the schools and of school administrative units in order to determine compliance with State law, policies and regulations. Data obtained in the survey will be used in further research, evaluation, planning and reports in connection with compensatory education, equal educational opportunities, and equal employment opportunities in education.

This report, Part Two: Distribution of Employees, presents the findings which deal with certificated and other employees of school districts and of the offices of county superintendents of schools. More than 300,000 full-time and part-time employees were reported in public schools from kindergarten through grade 12, in the junior colleges, and in district and county school offices. With the assistance of the Bureau of Systems and Data Processing, information has been developed concerning the numbers, percentages, locations and categories of employment of members of majority and minority racial and ethnic groups. Comparisons were made, among others, of the varying staff composition in schools characterized as majority, mixed, or minority, when their pupil composition was measured against local district averages on an integration scale.

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*California State Department of Education, Racial and Ethnic Survey of California Public Schools; Part One: Distribution of Pupils, Fall, 1966 (Sacramento, 1967)

It is not the intention of those responsible for the survey to indicate that there should be a statewide or local ethnic quota in school employment. Comparisons between pupil and employee percentages in schools, school districts, or elsewhere are considered useful guides to understanding the data. They should not be interpreted as establishing any but the most general, long-term goals for an employment program. Equal opportunity should increase considerably the numbers of minority personnel employed, but it implies no specific ethnic ratio in the work force of a school or school district.

The purpose of this report is to provide data with which to answer the following three questions, with the main emphasis on the first one:

1. What is the relationship between the race or ethnicity of school employees and positions held, places of employment, and race or ethnicity of students?

2. Are minority-group employees assigned more often to schools in compensatory education target areas?

3. In schools as measured on an integration scale, to which schools are employees in each of the racial and ethnic group categories assigned?

Section II of this report analyzes the data regarding the statewide distribution of employees. Section III makes some comparisons in the distribution of certificated employees. Section IV considers the assignment and promotion of certificated employees as an aspect of racial and ethnic isolation. Section V analyzes the distribution of noncertificated employees, and Section VI presents a summary of the findings as they pertain to the three questions listed above.

The Commission on Equal Opportunities in Education and the staff of the Department of Education will analyze this information and will make recommendations to the Board of Education to implement the statutes and policies relating to equal educational opportunity, nondiscrimination, and equal opportunity in employment for members of all racial and ethnic groups.

B. Background of the survey. The annual reports of the Commission on Discrimination in Teacher Employment, through 1964, relied principally on the U.S. Census of Population for general data on the employment of minority personnel in California schools. In 1963 and 1964 the California Fair Employment Practice Commission published reports including racial and ethnic data on employment in two of the state's major school districts, and in

1965 the California School Boards Association issued its findings in the first statewide survey of public school pupils and staff.

The School Boards Association survey was a voluntary one. Questionnaires were mailed to all school districts during February, 1964, and responses were received from 840 of 1,511 operating districts, which had 42.8 percent of the total state enrollment. Coverage was increased to 56.3 percent by adding data on Los Angeles Unified School District from the report published by the Fair Employment Practice Commission. Very few of the responding districts stated that they had made a previous racial count of teachers. In the School Boards Association report* the survey advisory committee recommended periodic pupil counts and added that a variety of data should be collected to determine the availability of minority teachers and to encourage the recruiting, employment and assignment of qualified teachers of minority racial and ethnic origins throughout the schools of the state.

When the Commission on Equal Opportunities in Education (formerly the Commission on Discrimination in Teacher Employment) advised the State Board of Education of the need for statewide data on the racial and ethnic composition of the schools, it included certificated and other personnel as well as pupils in its survey recommendation. The Board directed the Department of Education to make such a survey of pupils and personnel, and it was conducted in October, 1966.

The continuing interest of the Commission in the subject of school employment is related to its statutory responsibility under Section 363 of the California Education Code. Enacted in 1957, that provision authorizes establishment of a commission to "assist and advise local school districts in problems relating to racial, religious, or other discrimination in connection with the employment of certificated employees." Section 363 was amended in 1963 to add the ethnic distribution of pupils and school attendance areas to the scope of Commission advice and assistance to school districts. Pupils and employees, therefore, are the subjects of the two parts of this fact-finding study.

C. Populations studied. The present report on the distribution of employees in the public school system of California deals with the following populations:

The staff of each school at the K-12 level and of each junior college; school district staff and junior college district staff not assigned to individual schools or colleges; and staff employed by county superintendents of schools.

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*California School Boards Association, A Survey of Problems and Practices Regarding Ethnic Imbalances in California Schools (Vallejo Unified School District, Vallejo, California, June, 1965)

Personnel were counted in six racial and ethnic categories (see "Definitions" on page 5). The categories of employment were:

1. Certificated personnel

    a. Teachers
    b. Principals and assistant principals
    c. Other certificated personnel

2. Teacher aides and community aides

3. Classified personnel

At the junior college level, category 1(b) consisted of administrative staff, and category 2 consisted of student employees.

When tables in this part of the report present student enrollment figures for purposes of reference, they show the total enrollment, including adult pupils, pupils enrolled in special education, and all other pupils. The previous report (Part One) generally used figures for graded pupil enrollment (not including adult pupils or pupils enrolled in special education), as more relevant to the consideration of problems of de facto segregation.

In October, 1966, when the survey was made, there were 1,162 operating school districts at the K-12 level in the state. Six of those districts did not participate in the survey. There were 66 junior college districts, all of which participated. All 58 county superintendents' offices took part in the survey.

Reports were received, therefore, on certificated and other employees who serve schools at the K-12 level with a total enrollment of 4,572,255, junior colleges with a total enrollment of 549,537, and the administrative personnel of school districts and offices of county superintendents of schools in all 58 counties. The six districts which did not participate had an enrollment of 56,398, or about 1.2 percent of the state enrollment at the K-12 level.

NOTE: Some enrollment figures in this report differ slightly from the corresponding figures in Part One. Further work with the data revealed errors of detail in reporting or processing, and the necessary corrections were made. The cumulative effect was to reduce the total enrollment at the K-12 level by 79,947 and at the junior college level by 21,568. Racial and ethnic group percentages, as corrected, differ from those in Part One by no more than one-tenth of 1 percent.)

D. Survey procedures. A one-page report form, CE-IR-1, was distributed in triplicate to school districts, through county superintendents of schools, for completion in each elementary and secondary school. The same form was used to report the composite tally of pupils and employees in each district, and the pupils, if any, and staff under the direct jurisdiction of each county superintendent of schools. A similar report form, CE-IR-2, was completed in each junior college and the office of each junior college district.

The forms were distributed at the same time as those for the Department of Education's fall enrollment report, and instructions were to make a "head count" as of the end of the first school month, fall,1966. Reports were submitted in duplicate to county superintendents of schools, who forwarded one copy to the Bureau of Intergroup Relations. Nearly all districts responded promptly, and there was excellent cooperation by county superintendents. All reports were reviewed and transmitted to the Bureau of Systems and Data Processing by December 15, 1966.

Differences between the numbers of pupils reported in the survey and in the regular enrollment reports were small. Because there are few sources of statewide data on school employees with which to compare the survey results, it is difficult to estimate the reliability of the latter as to the total numbers involved. Both full-time and part-time positions were counted, and it is known, for example, that many teachers and other certificated personnel are employed part-time in adult schools and junior colleges in addition to their regular duties in day schools. Such individuals were counted more than once.

E. Definitions. Racial and ethnic group categories, as defined in the instructions provided on the report forms,* are:

Spanish surname: Mexican Americans, other Latin Americans, persons of Spanish descent;

Other white: All Caucasians not counted under Spanish surname;

Negro: Those recognized visually as of African or Negroid descent;

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*Instructions were that "racial and ethnic group categories, for purposes of this report, are mutually exclusive. Count the pupil or employee in the category in which you believe his associates would ordinarily place him based on visual observation or surname." See also the section, "Advice to Persons Dealing with Racial and Ethnic Data," in the Appendix to the previous survey report, Part One.

Chinese, Japanese, Korean: Those recognized visually or by surname as of descent from those Asian groups;

American Indian: Those known to be of Indian descent and so identified in school or community;

Other nonwhite: Filipinos, Polynesians, Asians other than Chinese, Japanese, or Korean.

Other definitions:

Other certificated personnel: This category follows teachers and principals and assistant principals on the report forms, and includes all other employees who hold required credentials. Examples are superintendents, associate and assistant superintendents, directors, deans, coordinators, supervisors, consultants, counselors, psychologists and psychometrists.

Teacher aides and community aides: Defined in the instructions as those employees, neither certificated nor classified, who work in programs of compensatory education, community action, and the like.

Classified personnel: Defined in the instructions as all noncertificated employees other than teacher aides and community aides, such as custodial, clerical, food service and craft workers.

K-12 level: Schools and school district staff serving pupils below the junior college level. (Table 1 presents a statewide summary of students and employees at this level, while Table 2 summarizes those at the junior college level, and Table 3 summarizes employees of county superintendents' offices.) Some unified districts operate junior colleges as well as K-12 schools; all their district office employees are reported at the K-12 level.

II. STATEWIDE DISTRIBUTION OF EMPLOYEES

In examining the data on employees which were gathered in the racial and ethnic survey, the first question was this: What is the relationship between the race or ethnicity of school employees and positions held, places of employment, and race or ethnicity of students? The analysis was organized to show how many public school employees there are in each racial and ethnic group; what proportion of the total this number represents; where and in what kinds of districts and schools these employees are found; the relationship of employee assignment to pupil distribution among the racial and ethnic groups; and the evidence of promotional patterns as these are related to membership in racial and ethnic groups.

The tables in this section present a general summary of the distribution of employees in California schools and district offices at the K-12 level, in California junior colleges and junior college district offices, and in the offices maintained by county superintendents of schools.

A. At the K-12 level. The figures presented in Table 1 represent the total numbers and percentages employed by school districts at the K-12 level, in each racial and ethnic group and each category of employment. For reference purposes, the total enrollment of pupils at that level is shown.

Figure 1 shows a comparison of the percentages of racial and ethnic groups in the pupil enrollment and three categories of employment at this level.

The majority group--white persons other than those of Spanish surname--comprises 75 percent of the pupil population, but considerably more than that proportion of certificated employees. Members of this group constitute more than 91 percent of the teachers, nearly 96 percent of the principals and assistant principals, and nearly 93 percent of other certificated employees. Classified employees in this ethnic group form a smaller proportion of the total, but still 9 percent more than the majority share of pupil enrollment. Only as teacher aides and community aides, a relatively new category often associated with compensatory programs, are Anglo Caucasians employed proportionately to their numbers in the pupil population.

The state's largest minority group shows the widest deviation from its proportion of the enrollment in every employment category except that of teacher aides and community aides. Spanish surname pupils comprise 13.7 percent of all K-12 pupils. In certificated employment, Spanish surname professionals

constitute 2.25 percent of the teachers, less than 2 percent of the principals and assistant principals, and just 2 percent of other certificated employees. Less than 6 percent of classified personnel are of Spanish surname.

The situation of Negroes as a group in school employment is somewhat better, although in professional positions they are employed considerably below their proportion of the pupil enrollment. With 8.2 percent of the pupils at this level, Negroes comprise 4.2 percent of the teachers, 1.8 percent of the principals and assistant principals, and 3.7 percent of other certificated personnel. They hold classified positions proportionate to

TABLE 1. STATE SUMMARY, STUDENTS AND EMPLOYEES (K-12 Level)

	TOTAL	SPANISH SURNAME	OTHER WHITE	NEGRO	CHINESE JAPANESE KOREAN	AMERICAN INDIAN	OTHER NONWHITE
TOTAL ENROLLED	4,572,255	626,118	3,430,946	375,885	101,788	11,764	25,754
Percent	100.00	13.69	75.04	8.22	2.23	.26	.56
TEACHERS	171,658	3,866	157,002	7,210	2,977	174	429
Percent	99.99	2.25	91.46	4.20	1.73	.10	.25
PRINCIPALS	9,110	153	8,730	165	34	13	15
Percent	100.00	1.68	95.83	1.81	.37	.14	.17
OTHER CERTIFICATED	13,879	284	12,858	522	181	11	23
Percent	100.00	2.05	92.64	3.76	1.30	.08	.17
*TOTAL CERTIFICATED	193,403	4,241	177,452	7,888	3,172	197	453
Percent	99.99	2.19	91.75	4.08	1.64	.10	.23
TEACHER AIDES	9,571	1,054	7,212	1,134	119	25	27
Percent	99.99	11.01	75.35	11.85	1.24	.26	.28
CLASSIFIED	86,922	5,032	73,147	7,372	915	173	283
Percent	100.00	5.79	84.15	8.48	1.05	.20	.33
TOTAL EMPLOYED	289,896	10,327	257,811	16,394	4,206	395	763
Percent	100.00	3.56	88.93	5.66	1.45	.14	.26

*Inconsistencies in this and some other tables result from slight errors in reports received from the field. For example, the figures for "total certificated" here are not the correct sum of those in the lines above. They are the sum of numbers reported under that heading by the school districts.

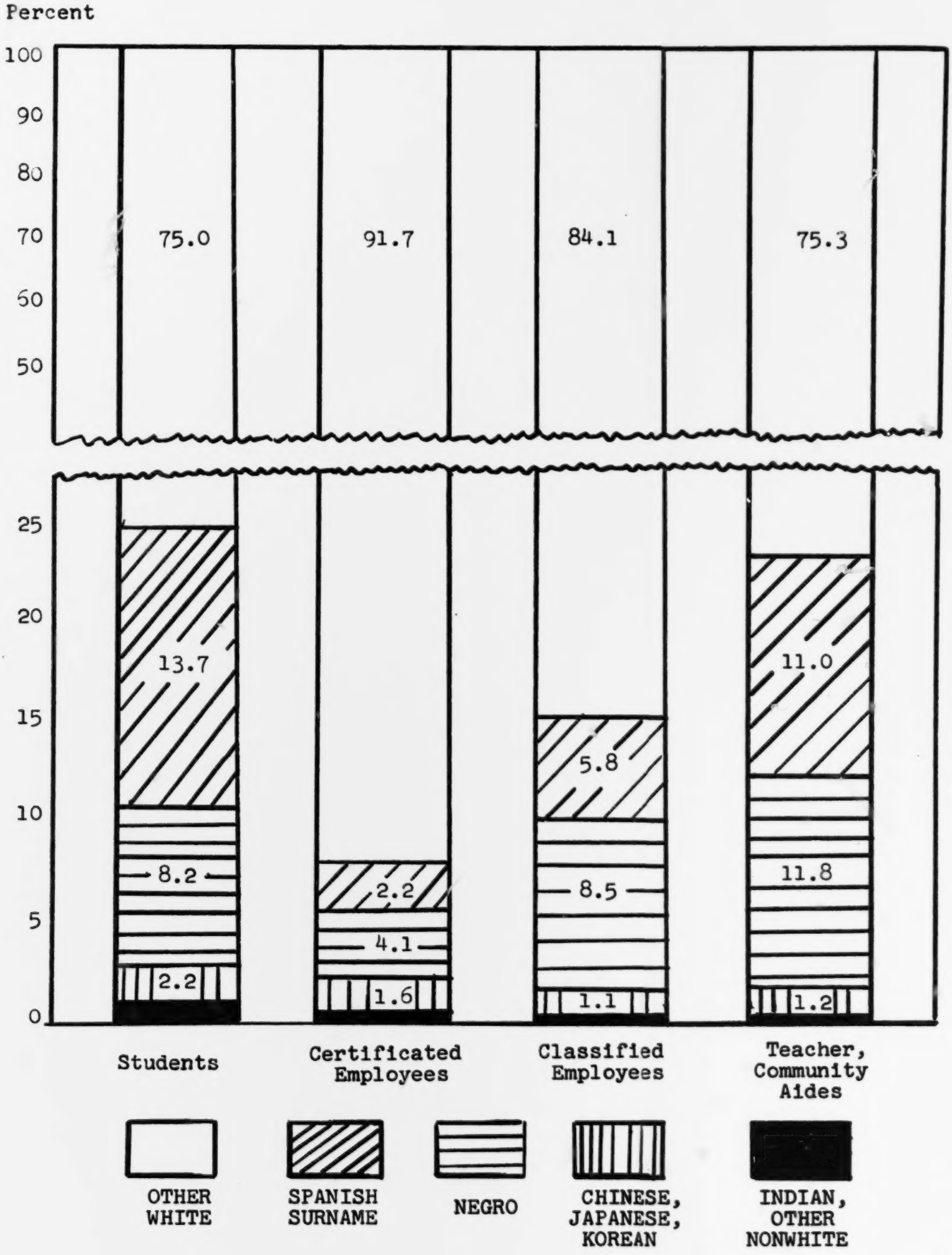


FIGURE 1. CALIFORNIA PUBLIC SCHOOLS (K-12 Level), STUDENTS AND EMPLOYEES BY RACIAL AND ETHNIC GROUPS

their share of pupils, and Negro teacher aides and community aides constitute almost 12 percent of all those employed in that category.

In all certificated positions, minorities are employed far below their percentages of the pupil population. They comprise only 8.5 percent of the teachers in K-12 schools, and little more than 4 percent of the principals and assistant principals.

The Chinese, Japanese and Korean group, considering its size, provides a relatively large proportion of minority school employees. With 2.2 percent of all pupils, this group has 1.7 percent of the teachers and 1.3 percent of "other certificated" personnel. As with the other minorities, few principals or assistant principals are Chinese, Japanese or Korean.

The two other racial and ethnic groups counted in the survey, American Indian and other nonwhite, together account for less than 1 percent of the pupil population. They are below that proportion in all categories of employment. Most of the discussion in this report will deal with the four larger racial and ethnic groups.

B. At the junior college level. In comparing Table 1 with Table 2, we find that the Anglo Caucasian majority group has both a higher percentage of junior college enrollment and a larger proportion of the positions in every category of certificated employment. Members of this group comprise almost 99 percent of the administrative staff of junior colleges, more than 95 percent of the teachers, and more than 97 percent of other certificated personnel. Only in the category of student employees is the proportion of the majority ethnic group lower than its share of the student enrollment, 77 percent compared with 83 percent.

The largest difference between the K-12 level and the junior college level in the employment of minorities is in the case of Negroes. There are 189 Negro junior college teachers, or 1.1 percent of the total teaching staff, while at the K-12 level there are 7,246 Negro teachers, or 4.2 percent of the total teaching staff. For all categories of certificated employment at the junior college level, Negroes comprise about 1 percent, compared with their 5.6 percent of junior college enrollment, 8.3 percent of junior college classified employment, and 11 percent of student employees.

In general, minority groups hold a smaller proportion of certificated positions at the junior college level than at the K-12 level. Their share of classified positions is about the same at both levels.

TABLE 2. STATE SUMMARY, STUDENTS AND EMPLOYEES (Junior College Level)*

	TOTAL	SPANISH SURNAME	OTHER WHITE	NEGRO	CHINESE JAPANESE KOREAN	AMERICAN INDIAN	OTHER NONWHITE
TOTAL ENROLLED	549,537	42,000	457,453	30,871	14,742	896	3,575
Percent	99.99	7.64	83.24	5.62	2.68	.16	.65
TEACHERS	16,693	344	15,912	189	203	9	36
Percent	100.00	2.06	95.32	1.13	1.22	.05	.22
ADMINISTRATIVE STAFF	783	6	774	1	1	1	
Percent	100.00	.76	98.85	.13	.13	.13	
OTHER CERTIFICATED	781	7	761	6	7		
Percent	100.00	.90	97.43	.77	.90		
TOTAL CERTIFICATED	17,923	350	17,128	192	207	10	36
Percent	99.99	1.95	95.56	1.07	1.15	.06	.20
CLASSIFIED	6,737	354	5,697	563	92	11	20
Percent	100.00	5.25	84.56	8.36	1.37	.16	.30
STUDENT EMPLOYEES	9,511	783	7,333	1,055	256	10	74
Percent	99.99	8.23	77.10	11.09	2.69	.10	.78
TOTAL EMPLOYED	34,171	1,487	30,158	1,810	555	31	130
Percent	100.00	4.35	88.26	5.30	1.62	.09	.38

*Some junior colleges are administered by unified districts. District office staff in those cases is reported in Table 1.

C. In the offices of county superintendents. Table 3 provides a summary of certificated employment in the offices of 52 county superintendents of schools. Although reports were received from all 58 county superintendents, six were excluded from this summary because it was not possible to separate "county" from "district" personnel, the two offices being the same in these cases.

Of the 52 separate county offices, 17 employ members of minority racial and ethnic groups as consultants or in other positions requiring certification. Six of the 17 employ more than one minority certificated person.

The number of minority personnel in such positions in county offices is 27, or less than 3 percent of the total thus employed.

TABLE 3. STATE SUMMARY, CERTIFICATED EMPLOYEES IN OFFICES OF COUNTY SCHOOL SUPERINTENDENTS

	TOTAL	SPANISH SURNAME	OTHER WHITE	NEGRO	CHINESE JAPANESE KOREAN	AMERICAN INDIAN	OTHER NONWHITE
Fifty-two Counties*	1,282	12	1,255	9	4		2
Percent	99.23	.94	97.12	.70	.31		.16

*Six Counties (Alpine, Del Norte, Mariposa, Plumas, San Francisco, Sierra) have been omitted from this table because their county superintendents have no staff apart from that of the school districts they administer.

III. SOME COMPARISONS IN THE DISTRIBUTION OF CERTIFICATED EMPLOYEES

A. Metropolitan-rural, regional and county differences. Differences in the school employment pattern of members of two groups, Negro, and Chinese, Japanese and Korean, account for most of the differences which appear in Tables 4 and 5 in the distribution of certificated employees between metropolitan and non-metropolitan areas, and between the northern and southern parts of the state.

The classification of metropolitan areas in Table 4 is derived from the U.S. Census of Population (1960). Ten metropolitan statistical areas were designated for California, including all the population within the boundaries of 17 counties: Alameda, Contra Costa, Fresno, Kern, Los Angeles, Marin, Orange, Riverside, Sacramento, San Bernardino, San Diego, San Francisco, San Joaquin, San Mateo, Santa Barbara, Santa Clara, Solano. The remaining 41 counties form the classification of "other areas" in the table.

Most of the students in the state are enrolled in the metropolitan areas: 85 percent of all those with Spanish surnames; 83 percent of all the other whites; 95 percent of all Negroes; 90 percent of all Chinese, Japanese and Koreans; 51 percent of all American Indians; and 85 percent of all other nonwhites.

TABLE 4. TOTAL CERTIFICATED EMPLOYMENT IN K-12 SCHOOLS, METROPOLITAN AREAS AND OTHER AREAS

	TOTAL	SPANISH SURNAME	OTHER WHITE	NEGRO	CHINESE JAPANESE KOREAN	AMERICAN INDIAN	OTHER NONWHITE
METROPOLITAN AREAS							
Elementary schools	86,807	1,437	78,695	4,502	1,865	69	239
Percent	99.96	1.65	90.65	5.18	2.14	.07	.27
OTHER AREAS							
Elementary schools	16,982	358	16,307	146	104	32	35
Percent	99.96	2.10	96.02	.85	.61	.18	.20
METROPOLITAN AREAS							
Secondary schools	69,724	1,925	63,962	2,643	1,009	56	129
Percent	99.98	2.76	91.73	3.79	1.44	.08	.18
OTHER AREAS							
Secondary Schools	11,087	233	10,696	34	60	38	26
Percent	99.98	2.10	96.47	.30	.54	.34	.23

Figures in Tables 4 and 5 are for staff assigned to elementary and secondary schools--chiefly teachers and principals--and do not include personnel assigned to district-wide responsibilities. Metropolitan area schools have 84 percent of all the Anglo Caucasian certificated personnel assigned to schools in the state, and 94 percent of all the minority certificated personnel with such assignments.

Of the 7,325 Negro certificated employees in all schools, 180 are outside the metropolitan areas. Of the 3,038 Chinese, Japanese, and Korean certificated employees in all schools, 164 are outside the metropolitan areas.

The percentage of Negro certificated staff employed in secondary schools is much smaller than that in elementary schools. This is true both in metropolitan and nonmetropolitan areas. Differences between elementary and secondary levels in the employment of other racial and ethnic groups are not as great. Chinese, Japanese and Korean certificated personnel hold a larger percentage of positions in elementary than in secondary metropolitan area schools, and the few American Indians are employed more outside the metropolitan areas than in them.

TABLE 5. TOTAL CERTIFICATED EMPLOYMENT IN K-12 SCHOOLS, NORTHERN COUNTIES AND SOUTHERN COUNTIES

	TOTAL	SPANISH SURNAME	OTHER WHITE	NEGRO	CHINESE JAPANESE KOREAN	AMERICAN INDIAN	OTHER NONWHITE
NORTHERN							
Elementary	45,205	729	42,230	1,180	878	55	133
Percent	99.98	1.61	93.41	2.61	1.94	.12	.29
SOUTHERN							
Elementary	58,584	1,066	52,772	3,468	1,091	46	141
Percent	99.96	1.81	90.07	5.91	1.86	.07	.24
NORTHERN							
Secondary	32,998	782	30,932	722	421	55	86
Percent	99.96	2.36	93.73	2.18	1.27	.16	.26
SOUTHERN							
Secondary	47,813	1,376	43,726	1,955	648	39	69
Percent	99.97	2.87	91.45	4.08	1.35	.08	.14

Table 5 contrasts certificated employment patterns in schools of the northern and southern parts of the state. The southern counties are: Imperial, Kern, Orange, Los Angeles, Riverside, San Bernardino, San Diego, San Luis Obispo, Santa Barbara, Ventura.

More Spanish surname, other white, and Negro students are in school in the south than in the north, while the opposite is true of the other racial and ethnic groups. Although no minority group has a percentage of certificated employment approximating its percentage of the student population, it will be noticed that the representation of a group in certificated staff tends to increase where its representation in the population is greater. This is most evident for the Negro group, whose percentage of school employment is about twice as large in the south as in the north.

Table 6 presents the grand total of certificated personnel employed throughout the public school system in each of the 58 counties. Table 7 ranks the 58 counties according to the number of certificated personnel each reported in the three largest minority groups.

Los Angeles County, which has by far the greatest number of certificated personnel in every group, reported 67 percent of the state's 8,125 Negro certificated employees, 50 percent of its 3,389 Chinese, Japanese and Korean certificated employees, and 37 percent of its 4,610 Spanish surname certificated employees.

Spanish surname certificated personnel are few in number, relative to the size of that group in the population. They are, however, the most evenly distributed of the minorities. There are Spanish surname certificated personnel in every county except two, and more than 100 of them were reported in each of 13 counties. There are Chinese, Japanese or Korean certificated personnel in 42 counties, and more than 100 in each of seven counties. Negro certificated personnel are employed in 36 of the 58 counties, and each of eight counties has more than 100 of them.

The counties in which there are fewer than five Spanish surname certificated employees are nearly always those with the lowest number of Spanish surname pupils. Similarly, nearly all the counties in which there are no Negro certificated employees are those with the lowest number of Negro pupils.

B. Districts varying in size of student enrollments. The data in Table 8 relate certificated employment patterns to six sizes of student population among all districts at the K-12 level. The smaller the number of students in a district, the less likely it is that the district will employ Negro, Chinese, Japanese, or Korean certificated personnel. As the district size increases, the proportion of these groups in certificated staff also increases.

In all sizes of districts, the average proportion of Anglo Caucasian educators is greater than that of students of that group. For the Spanish surname group, as for American Indians and "other nonwhites," size of enrollment has little effect on the

TABLE 6. NUMBER OF CERTIFICATED EMPLOYEES OF PUBLIC SCHOOLS IN CALIFORNIA COUNTIES, OCTOBER 1966

COUNTY	NO.	COUNTY	NO.
Alameda	11,593	Orange	13,991
Alpine	7	Placer	1,014
Amador	85	Plumas	166
Butte	1,100	Riverside	4,902
Calaveras	123	Sacramento	7,416
Colusa	164	San Benito	184
Contra Costa	7,339	San Bernardino	7,366
Del Norte	222	San Diego	13,490
El Dorado	505	San Francisco	5,216
Fresno	4,903	San Joaquin	3,255
Glenn	261	San Luis Obispo	1,107
Humboldt	1,378	San Mateo	6,535
Imperial	1,016	Santa Barbara	3,295
Inyo	173	Santa Clara	12,286
Kern	4,352	Santa Cruz	1,280
Kings	806	Shasta	918
Lake	191	Sierra	42
Lassen	199	Siskiyou	473
Los Angeles	70,971	Solano	1,866
Madera	536	Sonoma	2,175
Marin	1,986	Stanislaus	2,412
Mariposa	62	Sutter	490
Mendocino	591	Tehama	336
Merced	1,185	Trinity	102
Modoc	91	Tulare	2,212
Mono	50	Tuolumne	221
Monterey	2,811	Ventura	4,323
Napa	813	Yolo	976
Nevada	183	Yuba	637

TABLE 7. CALIFORNIA COUNTIES RANKED BY NUMBER OF SPANISH SURNAME; NEGRO; AND CHINESE, JAPANESE AND KOREAN CERTIFICATED EMPLOYEES OF PUBLIC SCHOOLS, OCTOBER 1966

SPANISH SURNAME			NEGRO			CHINESE JAPANESE KOREAN		
Rank	County	No.	Rank	County	No.	Rank	County	No.
1	Los Angeles	1,717	1	Los Angeles	5,453	1	Los Angeles	1,693
2	Santa Clara	290	2	Alameda	764	2	Alameda	294
3	San Diego	272	3	San Francisco	266	3	Santa Clara	293
4	Alameda	229	4	San Diego	261	4	San Francisco	215
5	Orange	219	5	Contra Costa	204	5	Orange	134
6	San Bernardino	200	6	Sacramento	166	6	Sacramento	112
7	San Mateo	138	7	San Bernardino	165	7	Contra Costa	105
8	Ventura	127	8	San Mateo	113	8	San Mateo	89
9	Fresno	124	9	Santa Clara	93	9	San Joaquin	57
10	Contra Costa	114	10	Riverside	88	10	Fresno	53
11	Riverside	114	11	San Joaquin	84	11	San Diego	43
12	Sacramento	109	12	Solano	72	12	Ventura	37
13	San Francisco	101	13	Kern	59	13	Riverside	23
14	San Joaquin	87	14	Fresno	54	14	Monterey	22
15	Imperial	75	15	Monterey	45	15	San Bernardino	22
16	Santa Barbara	75	16	Merced	37	16	Solano	21
17	Monterey	63	17	Orange	33	17	Marin	20
18	Kern	58	18	Santa Barbara	28	18	Santa Barbara	20
19	Tulare	55	19	Ventura	27	19	Kern	16
20	Stanislaus	51	20	Marin	26	20	Sonoma	15
21	Merced	37	21	Imperial	23	21	Yolo	14
22	Solano	37	22	Kings	13	22	Placer	10
23	Marin	31	23	Yuba	11	23	Santa Cruz	10
24	Sonoma	31	24	Sonoma	7	24	Stanislaus	10
25	Kings	26	25	Stanislaus	7	25	Kings	8
26	San Luis Obispo	24	26	Tulare	6	26	Tulare	8
27	Santa Cruz	24	27	Madera	5	27	Yuba	7
28	Placer	18	28	Yolo	4	28	Imperial	6
29	Humboldt	17	29	Placer	3	29	Merced	6
30	Siskiyou	15	30	Lassen	2	30	Napa	5
31	Butte	14	31	San Luis Obispo	2	31	San Luis Obispo	4
32	Yuba	14	32	San Benito	1	32	Mendocino	2
33	Yolo	10	33	Santa Cruz	1	33	Sutter	2
34	Tehama	9	34	Shasta	1	34	Del Norte	1
35	Sutter	8	35	Sutter	1	35	El Dorado	1
36	Shasta	7	36	Trinity	1	36	Glenn	1
37	Mendocino	6	37	Alpine	-	37	Humboldt	1
38	Napa	6	38	Amador	-	38	Lassen	1
39	Del Norte	5	39	Butte	-	39	Madera	1
40	Madera	5	40	Calaveras	-	40	Mariposa	1
41	Lake	4	41	Colusa	-	41	Shasta	1
42	Lassen	4	42	Del Norte	-	42	Tehama	1
43	San Benito	4	43	El Dorado	-	43	Alpine	-
44	Colusa	3	44	Glenn	-	44	Amador	-
45	El Dorado	3	45	Humboldt	-	45	Butte	-
46	Glenn	2	46	Inyo	-	46	Calaveras	-
47	Inyo	2	47	Lake	-	47	Colusa	-
48	Mono	2	48	Mariposa	-	48	Inyo	-
49	Nevada	2	49	Mendocino	-	49	Lake	-
50	Amador	1	50	Modoc	-	50	Modoc	-
51	Calaveras	1	51	Mono	-	51	Mono	-
52	Modoc	1	52	Napa	-	52	Nevada	-
53	Plumas	1	53	Nevada	-	53	Plumas	-
54	Sierra	1	54	Plumas	-	54	San Benito	-
55	Trinity	1	55	Sierra	-	55	Sierra	-
56	Tuolumne	1	56	Siskiyou	-	56	Siskiyou	-
57	Alpine	-	57	Tehama	-	57	Trinity	-
58	Mariposa	-	58	Tuolumne	-	58	Tuolumne	-

group's percentage of certificated positions. In every district size category the Spanish surname proportion of certificated employment is about 2 percent.

The percentage of Negroes in certificated positions increases greatly at the largest district size level, as does the percentage of Negro pupils. With nearly 19 percent of the total enrollment in districts of 50,000 and more, Negroes hold 9.5 percent of the certificated positions. The rise in percentage of Chinese, Japanese and Korean professionals is more constant, and there is no such jump at the largest district size level.

TABLE 8. CERTIFICATED EMPLOYMENT IN K-12 DISTRICTS VARYING IN SIZE OF STUDENT ENROLLMENTS

NUMBER OF STUDENTS PER DISTRICT	TOTAL	SPANISH SURNAME	OTHER WHITE	NEGRO	CHINESE JAPANESE KOREAN	AMERICAN INDIAN	OTHER NONWHITE
1 - 999							
Certificated Employees	8,367	162	8,092	48	38	13	14
Percent	100.00	1.94	96.71	.57	.45	.16	.17
1,000 - 4,999							
Certificated Employees	29,854	606	28,438	471	231	54	54
Percent	100.00	2.03	95.26	1.58	.77	.18	.18
5,000 - 9,999							
Certificated Employees	27,889	653	26,443	325	354	31	83
Percent	100.00	2.34	94.81	1.17	1.27	.11	.30
10,000 - 19,999							
Certificated Employees	38,634	847	36,122	1,033	504	46	82
Percent	99.99	2.19	93.50	2.67	1.30	.12	.21
20,000 - 49,999							
Certificated Employees	28,893	626	27,105	598	463	27	74
Percent	100.00	2.17	93.81	2.07	1.60	.09	.26
50,000 and more							
Certificated Employees	50,237	1,071	42,767	4,812	1,447	22	118
Percent	99.98	2.13	85.13	9.57	2.88	.04	.23

TABLE 9. STUDENTS AND EMPLOYEES,
TOTAL OF DISTRICTS OF 50,000 OR MORE ENROLLMENT (Excluding Junior Colleges)

	TOTAL	SPANISH SURNAME	OTHER WHITE	NEGRO	CHINESE JAPANESE KOREAN	AMERICAN INDIAN	OTHER NONWHITE
TOTAL ENROLLED	1,290,564	195,173	785,166	242,738	55,079	1,745	10,663
Percent	100.00	15.12	60.83	18.81	4.27	.14	.83
TEACHERS	48,277	1,091	40,800	4,813	1,432	21	120
Percent	100.00	2.26	84.51	9.97	2.97	.04	.25
PRINCIPALS	2,253	29	2,081	118	15	3	7
Percent	100.00	1.29	92.37	5.24	.66	.13	.31
OTHER CERTIFICATED	4,056	111	3,477	360	97	2	9
Percent	100.00	2.74	85.73	8.87	2.39	.05	.22
TOTAL CERTIFICATED	54,584	1,231	46,357	5,290	1,544	26	136
Percent	100.00	2.26	84.93	9.68	2.83	.05	.25
TEACHER AIDES	1,500	73	835	544	42		6
Percent	100.00	4.87	55.66	36.27	2.80		.40
CLASSIFIED	18,588	1,077	11,171	5,722	498	24	96
Percent	100.00	5.79	60.10	30.78	2.68	.13	.52
TOTAL EMPLOYED	74,672	2,381	58,363	11,556	2,084	50	238
Percent	100.00	3.19	78.15	15.48	2.79	.07	.32

A more detailed account of employment in the state's eight largest school districts is provided in Tables 9 and 10. Table 9 summarizes the data for each category of employment, both certificated and non-certificated, and for reference purposes includes the number and percentage of students in each racial and ethnic group. Table 10 presents the data on students and total certificated staff for each of the eight districts.

These districts contain 28 percent of the state's total enrollment. They have more than twice the percentage of Negro students in the state as a whole, and a higher percentage than the state average for all other minorities except American Indian. The Anglo Caucasian enrollment is smaller than the state average by the same amount.

TABLE 10. STUDENTS AND CERTIFICATED EMPLOYEES
IN DISTRICTS OF 50,000 OR MORE ENROLLMENT (Excluding Junior Colleges)

	TOTAL	SPANISH SURNAME	OTHER WHITE	NEGRO	CHINESE JAPANESE KOREAN	AMERICAN INDIAN	OTHER NONWHITE
DISTRICT A							
Total Enrolled	68,133	5,665	23,997	34,022	3,769	227	453
Percent	99.98	8.31	35.22	49.93	5.53	.33	.66
Certificated Personnel	3,353	57	2,637	536	118		5
Percent	99.96	1.69	78.64	15.98	3.51		.14
DISTRICT B							
Total Enrolled	61,374	11,371	43,435	5,388	999	94	87
Percent	99.97	18.52	70.77	8.77	1.62	.15	.14
Certificated Personnel	2,393	48	2,267	40	29	3	6
Percent	100.00	2.00	94.74	1.67	1.21	.13	.25
DISTRICT C							
Total Enrolled	73,130	3,333	63,675	4,529	1,003	45	545
Percent	99.98	4.55	87.07	6.19	1.37	.06	.74
Certificated Personnel	3,212	23	3,080	73	31	1	4
Percent	99.98	.71	95.89	2.27	.96	.03	.12
DISTRICT D							
Total Enrolled	715,937	137,493	400,876	148,710	24,513	850	3,495
Percent	100.00	19.21	55.99	20.77	3.42	.12	.49
Certificated Personnel	29,952	805	23,962	4,057	1,055	13	60
Percent	100.00	2.69	80.00	13.55	3.52	.04	.20
DISTRICT E							
Total Enrolled	58,242	6,599	38,410	7,530	4,913	42	748
Percent	99.97	11.33	65.94	12.92	8.43	.07	1.28
Certificated Personnel	2,445	26	2,269	86	52	1	11
Percent	99.97	1.06	92.80	3.51	2.12	.04	.44
DISTRICT F							
Total Enrolled	55,720	1,033	54,099	97	306	78	107
Percent	99.97	1.85	97.09	.17	.54	.13	.19
Certificated Personnel	2,078	30	2,001	8	23	2	14
Percent	99.97	1.44	96.29	.38	1.10	.09	.67
DISTRICT G							
Total Enrolled	130,011	13,552	107,511	14,523	2,004	148	1,273
Percent	99.96	9.76	77.35	10.46	1.46	.11	.82
Certificated Personnel	6,271	141	5,892	229	24	4	11
Percent	99.99	2.24	93.48	3.64	.39	.07	.17
DISTRICT H							
Total Enrolled	119,017	16,127	53,163	27,939	17,572	261	3,955
Percent	99.97	13.55	44.66	23.47	14.76	.21	3.32
Certificated Personnel	4,853	101	4,251	262	212	2	25
Percent	100.00	2.08	87.60	5.40	4.36	.04	.52

Spanish surname certificated employment in each of these districts is about 1 to 2 percent. A higher enrollment of Spanish surname students does not bring with it more employment of Spanish surname educators.

There are wide variations among these districts in the pattern of Negro certificated employment. District A and District D, respectively, reported 16 percent and 13.5 percent Negro certificated personnel. The other six districts range from .38 percent Negro certificated (in a district with an even smaller percentage of Negro students) to more than 5 percent Negro certificated (in a district which is nearly one-quarter Negro).

The four districts with the largest Chinese, Japanese and Korean student percentages are also the four with the largest certificated percentages in that group, ranging from 2.1 to 4.4 percent of the district's professional staff. District H, with 14.7 percent of its enrollment in this ethnic group, is the one with the highest percentage of Chinese, Japanese and Korean educators.

Data concerning the eight largest districts will be discussed further in Sections IV and V, in connection with the assignment and promotion of certificated employees as an aspect of racial and ethnic isolation, and with the distribution of noncertificated employees.

Table 11 summarizes the data for each category of employment in a sample of districts with less than 50,000 enrollment. Both in pupil and employee populations, these districts have a smaller proportion of members of minority groups. The Spanish surname group, however, is more than 10 percent of the enrollment, and the Negro group nearly 5 percent. Yet each has less that 2 percent of the certificated positions, and their share of classified positions is about half their percentage of pupils.

The Anglo Caucasian majority group, with 82 percent of the total enrollment in this sample of districts, has nearly 95 percent of the professional educators, and nearly 91 percent of the positions in classified employment. The only minority group with a proportion of teachers approximating its share of the enrollment is the Chinese, Japanese and Korean. In the category of teacher aides and community aides, the Spanish surname and Negro groups are relatively more numerous.

Data concerning the sample will be discussed further in Sections IV and V.

C. Compensatory education schools and other schools. During the 1966-67 school year, a total of 244 elementary schools in certain districts were designated as eligible for special State aid under the provisions of Education Code, Section 6482 (Senate Bill 28,

TABLE 11. STUDENTS AND EMPLOYEES, TOTAL OF 56 DISTRICTS IN A SAMPLE OF DISTRICTS OF LESS THAN 50,000 ENROLLMENT

	TOTAL	SPANISH SURNAME	OTHER WHITE	NEGRO	CHINESE JAPANESE KOREAN	AMERICAN INDIAN	OTHER NONWHITE
TOTAL ENROLLED	743,194	77,606	611,128	34,859	12,942	1,741	4,918
Percent	99.98	10.44	82.22	4.69	1.74	.23	.66
TEACHERS	27,435	513	25,925	495	391	24	87
Percent	99.96	1.87	94.49	1.80	1.42	.08	.31
PRINCIPALS	1,493	25	1,446	13	6	3	
Percent	99.99	1.67	96.85	.87	.40	.20	
OTHER CERTIFICATED	2,389	39	2,257	55	24	3	1
Percent	99.98	1.63	94.89	2.30	1.00	.12	.04
TOTAL CERTIFICATED	31,127	569	29,461	562	418	30	87
Percent	99.96	1.82	94.64	1.80	1.34	.09	.27
TEACHER AIDES	1,714	183	1,403	106	13	2	7
Percent	99.96	10.67	81.85	6.18	.75	.11	.40
CLASSIFIED	13,707	694	12,433	358	133	39	50
Percent	99.98	5.06	90.70	2.61	.97	.28	.36
TOTAL EMPLOYED	46,548	1,446	3,297	1,026	564	71	144
Percent	99.97	3.10	93.01	2.20	1.21	.15	.30

McAteer, 1966). Among the characteristics of these schools were that they served families with a high incidence of poverty and on the average reported a low level of educational achievement. Table 12 and Figure 2 contrast the pattern of certificated employment in those schools with that of all the other elementary schools of the state.

Except for American Indians, all minority groups have higher percentages of certificated positions in S. B. 28 schools than in other elementary schools. Negroes comprise more than 31 percent of the professional staff of the S.B. 28 schools, and only 2.3 percent in other elementary schools.

TABLE 12. TOTAL CERTIFICATED EMPLOYMENT IN ELEMENTARY SCHOOLS RECEIVING AID UNDER SENATE BILL 28, AND IN ELEMENTARY SCHOOLS NOT RECEIVING THIS AID

	TOTAL	SPANISH SURNAME	OTHER WHITE	NEGRO	CHINESE JAPANESE KOREAN	AMERICAN INDIAN	OTHER NONWHITE
S.B. 28 SCHOOLS	7,518	185	4,630	2,342	331	4	26
Percent	99.98	2.46	61.58	31.15	4.40	.05	.34
ALL OTHER ELEMENTARY SCHOOLS	96,271	1,610	90,372	2,306	1,638	97	248
Percent	99.98	1.67	93.87	2.39	1.70	.10	.25

Table 13 is concerned with the pattern of certificated employment in schools designated by the districts as targets for compensatory education programs under Title I, Elementary and Secondary Education Act (Public Law 89-10, 1965), as compared with the pattern in all other schools.

Differences will be noticed at the elementary level between the concentrations of Spanish surname, other white, and Negro pupils in target and non-target schools. The proportion of Spanish

TABLE 13. TOTAL CERTIFICATED EMPLOYMENT IN COMPENSATORY EDUCATION TARGET SCHOOLS (Title I, ESEA), AND IN NON-TARGET SCHOOLS

	TOTAL	SPANISH SURNAME	OTHER WHITE	NEGRO	CHINESE JAPANESE KOREAN	AMERICAN INDIAN	OTHER NONWHITE
ELEMENTARY TARGET SCHOOLS	34,015	742	30,675	1,889	565	43	102
Percent	99.97	2.18	90.17	5.55	1.66	.12	.29
OTHER ELEMENTARY SCHOOLS	69,773	1,053	64,327	2,759	1,404	58	172
Percent	99.97	1.50	92.19	3.95	2.01	.08	.24
TARGET HIGH SCHOOLS	23,022	591	21,560	586	198	34	53
Percent	99.97	2.56	93.64	2.54	.86	.14	.23
OTHER HIGH SCHOOLS	57,789	1,567	53,098	2,091	871	60	102
Percent	99.97	2.71	91.88	3.61	1.50	.10	.17

surname and Negro pupils is about twice as large in the former as in the latter. This is reflected in a somewhat larger percentage of Spanish surname and Negro certificated personnel in the same schools.

It should be added that perhaps one-third of all elementary and secondary schools in the state are target schools. The survey did not provide data on classroom or special program assignments of teachers and other certificated personnel within the schools.

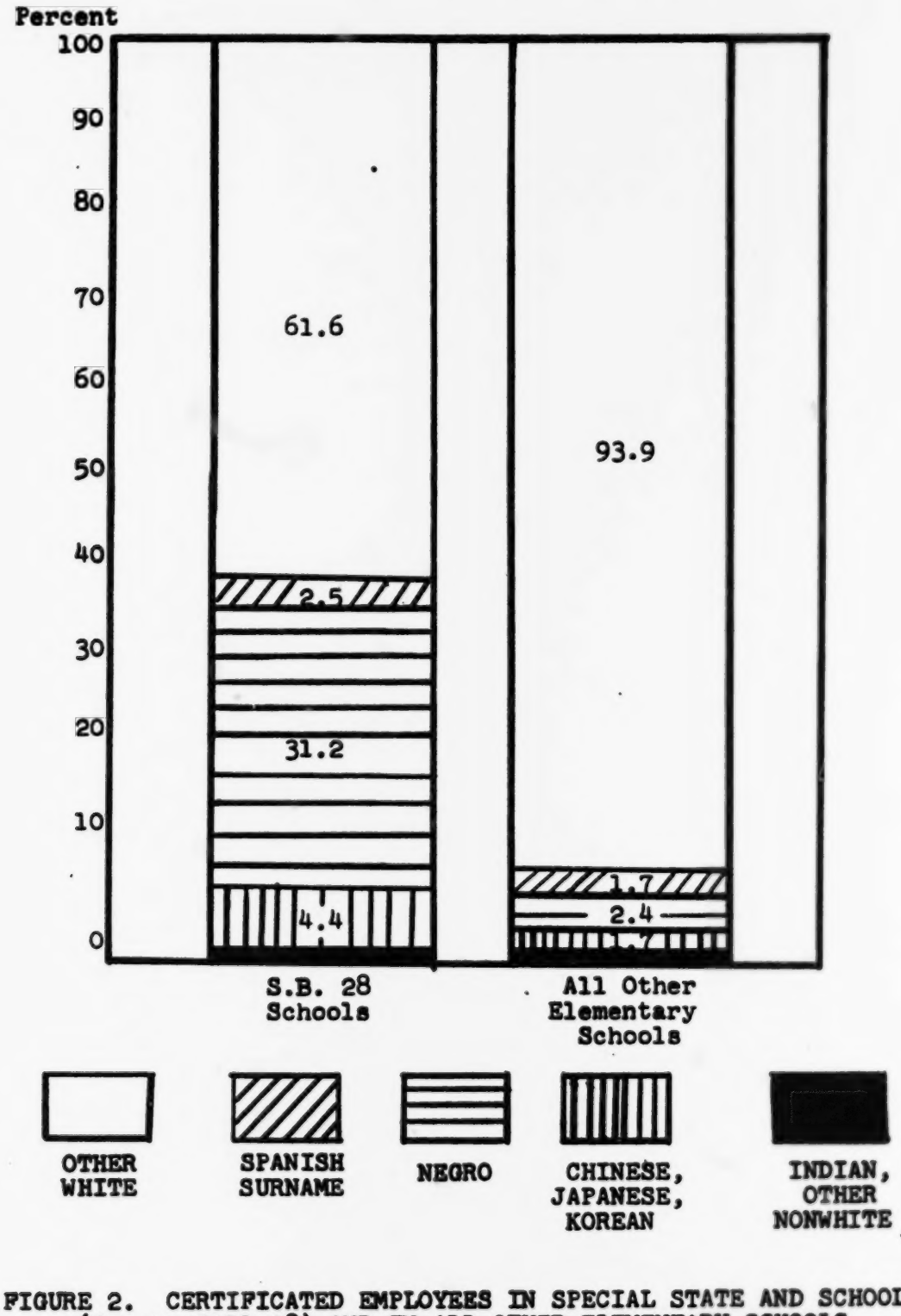


FIGURE 2. CERTIFICATED EMPLOYEES IN SPECIAL STATE AND SCHOOLS (Senate Bill 28) AND IN ALL OTHER ELEMENTARY SCHOOLS, BY RACIAL AND ETHNIC GROUPS

IV. ASSIGNMENT AND PROMOTION OF CERTIFICATED EMPLOYEES AS AN ASPECT OF RACIAL AND ETHNIC ISOLATION

A. Certificated personnel in majority, mixed, and minority schools. Section IV of the previous survey report, Part One: Distribution of Pupils, deals with de facto segregation in California schools. That section includes an explanation of the procedures used in studying the extent of racial and ethnic imbalance in schools throughout the state. (See pages 25-31.) A brief explanation is as follows:

Two major groups of schools were selected for study: (1) all 1,276 schools at the K-12 level in the eight districts which have enrollments of more than 50,000; (2) all 1,064 schools at the K-12 level in 56 districts comprising a random, stratified sample of districts which have enrollments of less than 50,000 and have more than one school at either elementary or secondary level.

A simple integration scale was applied to each of the 2,340 schools in the study groups, comparing every school's racial and ethnic composition with that of its own district. When the basis of comparison was the "other white" percentage in the school and in the district, it was possible to classify a school as either majority, mixed, or minority.

A school is mixed if its "other white" percentage deviates by no more than 15 percent, plus or minus, from the district's total percentage of "other white." For example, in a district with an "other white" enrollment of 60 percent, a school with an "other white" enrollment of no less than 45 percent and no more than 75 percent is mixed. A school in that district with an "other white" enrollment of less than 45 percent is minority, and one with more than 75 percent is majority.

The total racial and ethnic composition of the eight districts in the first study group and of the 56 districts in the sample has been described in Tables 9 and 11. The previous report, Part One, presented findings that in the eight largest districts there were 440 majority schools, 419 mixed schools, and 417 minority schools, and that in the 56 districts in the sample there were 102 majority schools, 810 mixed schools, and 152 minority schools.

Tables 14 and 15, and Figures 4 and 5, are concerned with the distribution of certificated personnel in the schools thus classified. Three-quarters of all the minority-group teachers in the state's eight largest districts, as Table 14 indicates, are assigned to work in minority schools. Negro teachers in the minority schools of the eight largest districts comprise 85 percent of all the Negro teachers in those districts, and 54 percent of all the Negro teachers employed at the K-12 level in the state.

TABLE 14. TEACHERS IN 8 LARGEST DISTRICTS (Districts 50,000 or More Enrollment) IN SCHOOLS AS MEASURED ON AN INTEGRATION SCALE

	TOTAL	SPANISH SURNAME	OTHER WHITE	NEGRO	CHINESE JAPANESE KOREAN	AMERICAN INDIAN	OTHER NONWHITE
MAJORITY SCHOOLS							
Teachers	15,500	256	14,667	257	295	2	23
Percent	99.97	1.65	94.62	1.65	1.90	.01	.14
MIXED SCHOOLS							
Teachers	14,199	245	13,176	415	325	6	32
Percent	99.97	1.72	92.79	2.92	2.28	.04	.22
MINORITY SCHOOLS							
Teachers	15,948	509	11,644	3,941	786	11	57
Percent	99.97	3.00	68.70	23.25	4.63	.06	.33

In the mixed schools of the eight largest districts, which are attended by large numbers of minority pupils, almost 93 percent of the teachers are Anglo Caucasian. In the majority schools, the percentage is almost 95, and even in the minority schools it is 69.

Table 15 deals with smaller numbers of teachers in a sample of districts which have relatively few minority pupils. It indicates a situation which is a little different. The minority schools in these districts also have a higher proportion of minority teachers, but most minority teachers are in schools classified as mixed. Minority teachers in all 1,064 schools of these districts comprise only 5.5 percent of the teaching force.

Figures 4 and 5 again describe the distribution of personnel in the 2,340 schools in the study groups as measured on the integration scale. Here the proportion of all certificated personnel of four racial and ethnic groups, including teachers, principals and others, is shown with reference to the types of schools in which they are employed--majority, mixed, or minority.

In the eight largest districts (Figure 4), 85 percent of the Negro certificated personnel, 57 percent of those who are Chinese, Japanese or Korean, 51 percent of those of Spanish surname, and 30 percent of the "other nonwhite," are assigned to minority schools. In the 56 districts in the sample (Figure 5), the relatively few minority certificated personnel in all categories are

not so heavily restricted to minority schools. Forty-one percent of all the Negro certificated personnel are assigned to minority schools, however, as compared with 13 percent of all the Anglo Caucasians.

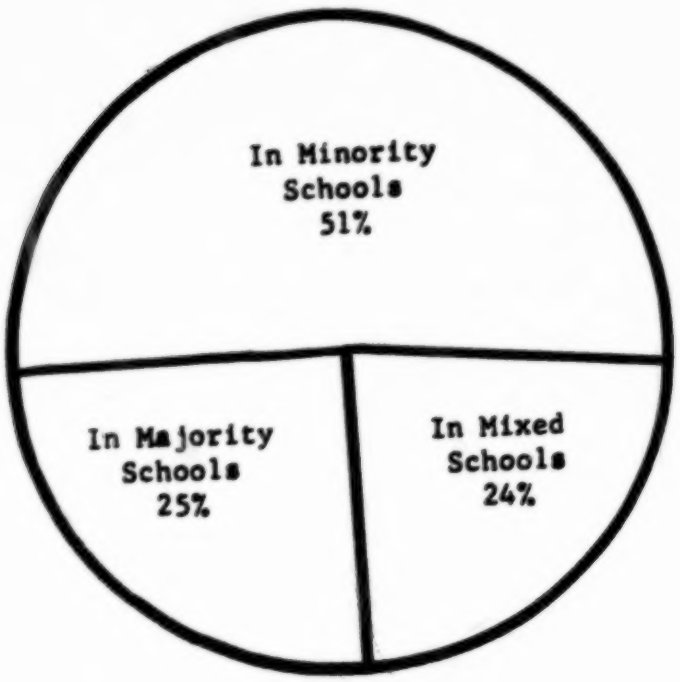
TABLE 15. TEACHERS IN 56 DISTRICTS (Sample of Districts Under 50,000 Enrollment), IN SCHOOLS AS MEASURED ON AN INTEGRATION SCALE

	TOTAL	SPANISH SURNAME	OTHER WHITE	NEGRO	CHINESE JAPANESE KOREAN	AMERICAN INDIAN	OTHER NONWHITE
MAJORITY SCHOOLS							
Teachers	2,582	61	2,409	52	52		8
Percent	99.97	2.36	93.29	2.01	2.01		.30
MIXED SCHOOLS							
Teachers	20,865	335	19,958	240	264	19	49
Percent	99.97	1.59	95.67	1.13	1.26	.09	.23
MINORITY SCHOOLS							
Teachers	3,681	108	3,851	201	80	5	30
Percent	99.97	2.96	88.41	5.52	2.15	.13	.80

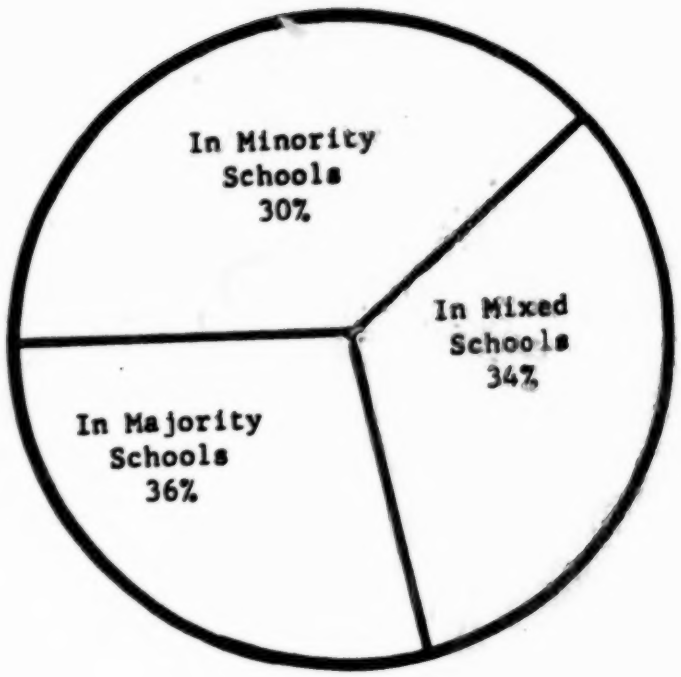
B. Ratio and access of students to teachers of two minority groups. In the state's eight largest districts, Spanish surname and Negro pupils comprise one-third of the total K-12 enrollment. These districts employ 48,277 teachers, of whom 1,091 are of Spanish surname and 4,813 are Negro.

Table 16 presents the results of an analysis of the teaching staff in the schools of each of the eight districts to determine how many schools have no teachers of Spanish surname, or only one, and how many have no Negro teachers, or only one.

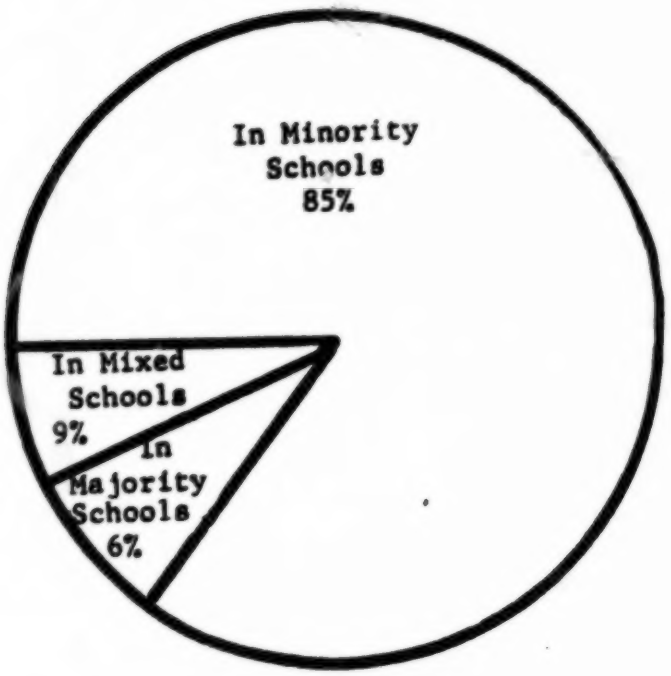
There is considerable variation among the districts, more so with regard to the employment of Negro teachers than of those of Spanish surname. On the average in these districts, about half of the schools have no Negroes employed as teachers, and 18 percent have only one. Two-thirds of the schools have no Spanish surname teachers, and 20 percent have only one. The evidence indicates that teachers who are members of these two groups are usually concentrated in a small number of schools in each district. These are the schools with the heavier concentrations of minority-group students.



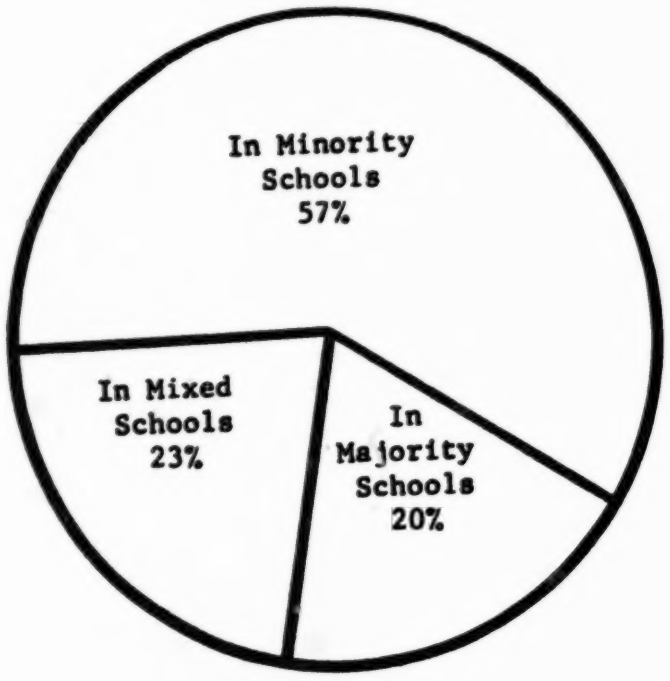
SPANISH SURNAME
(1,231 Certificated)



OTHER WHITE
(46,357 Certificated)



NEGRO
(5,290 Certificated)



CHINESE, JAPANESE,
KOREAN
(1,544 Certificated)

Figure 3

DISTRIBUTION IN THE EIGHT LARGEST DISTRICTS OF CERTIFICATED PERSONNEL
OF FOUR RACIAL AND ETHNIC GROUPS AS DETERMINED
BY AN INTEGRATION SCALE

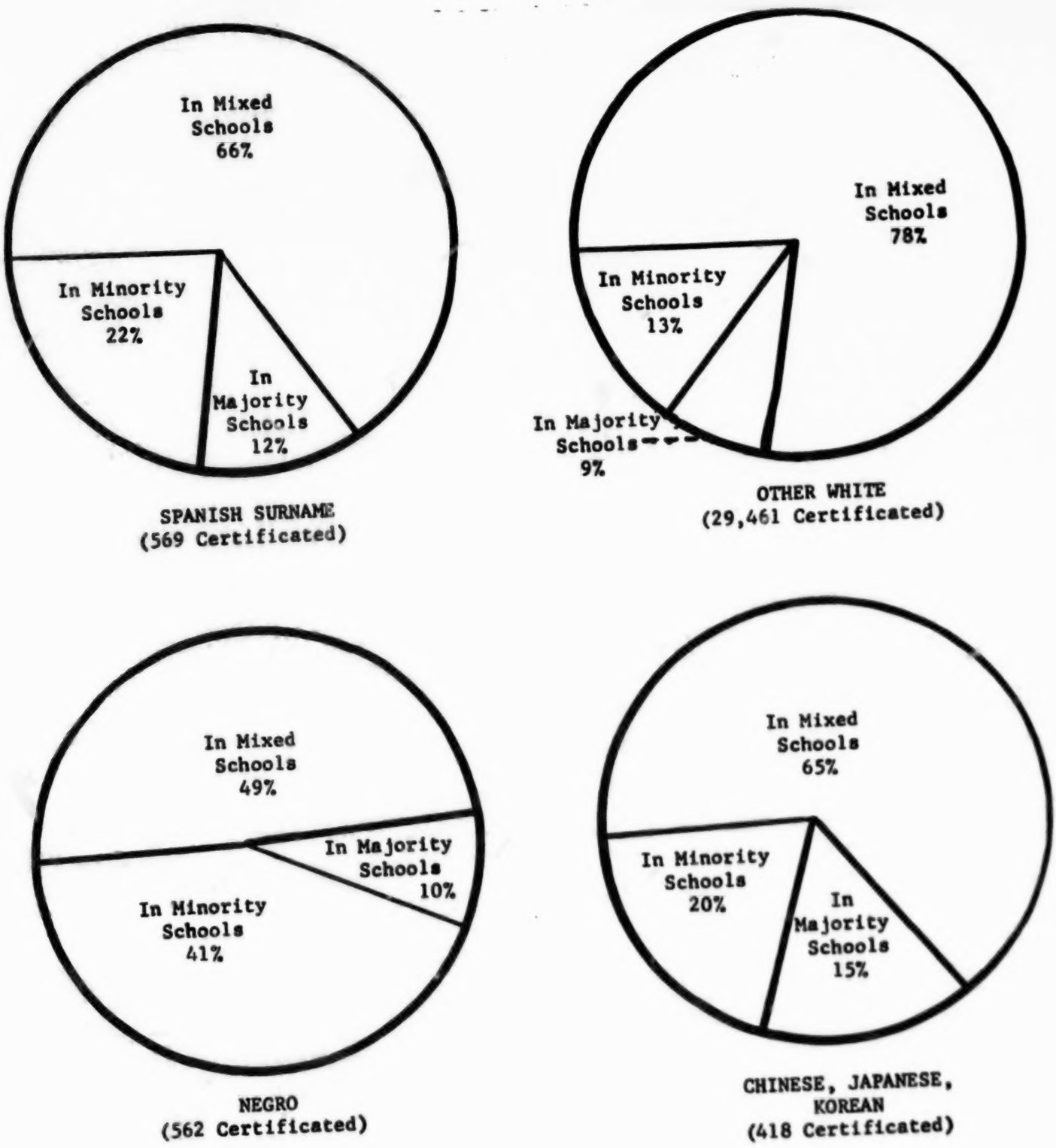

In Mixed Schools 66%
In Minority Schools 22%
In Majority Schools 12%
SPANISH SURNAME (569 Certificated)
In Mixed Schools 78%
In Minority Schools 13%
In Majority Schools 9%
OTHER WHITE (29,461 Certificated)
In Mixed Schools 49%
In Majority Schools 10%
In Minority Schools 41%
NEGRO (562 Certificated)
In Mixed Schools 65%
In Minority Schools 20%
In Majority Schools 15%
CHINESE, JAPANESE, KOREAN (418 Certificated)

Figure 4

DISTRIBUTION IN THE 56-DISTRICT SAMPLE OF CERTIFICATED PERSONNEL OF FOUR RACIAL AND ETHNIC GROUPS AS DETERMINED BY AN INTEGRATION SCALE

TABLE 16. SCHOOLS IN DISTRICTS OF 50,000 OR MORE ENROLLMENT WHICH HAVE NO SPANISH SURNAME TEACHERS OR NEGRO TEACHERS, OR HAVE ONLY ONE

	SPANISH SURNAME TEACHERS		NEGRO TEACHERS	
	Schools with None	Schools with Only one	Schools with None	Schools with Only one
District A (93 schools)				
Number	67	20	9	23
Percent	72.04	21.50	9.67	24.73
District B (73 schools)				
Number	46	19	54	14
Percent	60.52	25.00	71.05	18.42
District C (81 schools)				
Number	69	9	48	19
Percent	85.18	11.11	59.25	23.45
District D (595 schools)				
Number	338	116	270	97
Percent	56.80	19.49	45.37	16.30
District E (76 schools)				
Number	60	11	33	25
Percent	78.94	14.47	43.42	32.89
District F (77 schools)				
Number	55	18	73	4
Percent	71.42	23.37	94.80	5.19
District G (150 schools)				
Number	98	39	99	27
Percent	65.33	26.00	66.00	18.00
District H (128 schools)				
Number	83	28	42	25
Percent	64.84	21.87	32.80	19.53
TOTAL (1,276 schools)				
Number	816	260	628	234
Percent	63.94	20.37	49.21	18.33

Tables 17 and 18 illustrate the scarcity of Spanish surname and Negro teachers and their assignment to certain categories of schools.

It appears from Table 17 that Negro teachers are primarily employed in schools in metropolitan areas, and in schools with a high proportion of impoverished, educationally disadvantaged students, many of them Negro. Outside of such schools, and outside the metropolitan areas, Negro teachers are employed in relatively small numbers. Majority-group students in California, especially those from upper-and middle-class circumstances, are likely to complete their public school education without ever being taught by a Negro teacher, and many without ever attending a school where a Negro teacher is employed.

Spanish surname teachers, as Table 18 indicates, are scarcer still, although they are employed more often than Negroes in non-metropolitan areas. There is little likelihood that a Spanish surname student will be taught by a teacher of his own ethnic group in most California schools, and the odds are much greater against a student of another racial or ethnic group being taught by a Spanish surname teacher.

C. Principals in schools of different racial and ethnic composition. Table 19 was compiled from reports submitted by the eight largest districts on the principals and assistant principals serving their 1,276 schools at the K-12 level. More than 93 percent of these school administrators are members of the Anglo Caucasian majority group, distributed among schools of every degree of minority pupil concentration.

Of the 138 principals and assistant principals who are members of minority groups (less than 7 percent of the total), 58 are assigned to schools with more than 90 percent minority enrollment, and 92 to schools with more than 50 percent minority enrollment. More than half of the Negro principals and assistant principals are assigned to schools with more than 90 percent minority enrollment.

One of the major districts employs a large proportion of all the teachers and principals in the Spanish surname, Negro, and Chinese, Japanese and Korean groups. Although that district's Negro principals and assistant principals comprise only about 5 percent of its staff in that category, they number half of the total Negro principals and assistant principals in the eight largest districts, and one-third of those in the entire state.

In general, the few principals and assistant principals who are Negro, Chinese, Japanese or Korean are employed to administer schools with heavy concentrations of minority pupils. Those of Spanish surname, or American Indian or "other nonwhite," are assigned to schools of differing ethnic composition.

TABLE 17. RATIO OF NEGRO TEACHERS TO NEGRO PUPILS AND TO ALL PUPILS

In K-12 schools throughout the state:

1 Negro teacher to every 52 Negro pupils

1 Negro teacher to every 631 pupils of all groups

In metropolitan area elementary schools:

1 Negro teacher to every 49 Negro pupils

1 Negro teacher to every 531 pupils of all groups

In non-metropolitan area elementary schools:

1 Negro teacher to every 70 Negro pupils

1 Negro teacher to every 2,944 pupils of all groups

In elementary schools aided by Senate Bill 28:

1 Negro teacher to every 44 Negro pupils

1 Negro teacher to every 82 pupils of all groups

In elementary schools not aided by Senate Bill 28:

1 Negro teacher to every 55 Negro pupils

1 Negro teacher to every 1,132 pupils of all groups

In metropolitan area secondary schools:

1 Negro teacher to every 61 Negro pupils

1 Negro teacher to every 664 pupils of all groups

In non-metropolitan area secondary schools:

1 Negro teacher to every 150 Negro pupils

1 Negro teacher to every 7,168 pupils of all groups

TABLE 18. RATIO OF SPANISH SURNAME TEACHERS TO SPANISH SURNAME PUPILS AND TO ALL PUPILS

In K-12 schools throughout the state:

1 Spanish surname teacher to every 162 Spanish surname pupils

1 Spanish surname teacher to every 1,182 pupils of all groups

In metropolitan area elementary schools:

1 Spanish surname teacher to every 244 Spanish surname pupils

1 Spanish surname teacher to every 1,710 pupils of all groups

In non-metropolitan area elementary schools:

1 Spanish surname teacher to every 183 Spanish surname pupils

1 Spanish surname teacher to every 1,244 pupils of all groups

In elementary schools aided by Senate Bill 28:

1 Spanish surname teacher to every 323 Spanish surname pupils

1 Spanish surname teacher to every 1,037 pupils of all groups

In elementary schools not aided by Senate Bill 28:

1 Spanish surname teacher to every 215 Spanish surname pupils

1 Spanish surname teacher to every 1,676 pupils of all groups

In metropolitan area secondary schools:

1 Spanish surname teacher to every 88 Spanish surname pupils

1 Spanish surname teacher to every 709 pupils of all groups

In non-metropolitan area secondary schools:

1 Spanish surname teacher to every 91 Spanish surname pupils

1 Spanish surname teacher to every 895 pupils of all groups

As with minority teachers, the distribution of minority administrators is concentrated in a small number of schools. Those pupils who encounter a principal who is a member of a minority group most likely will do so in a school of predominantly minority enrollment.

TABLE 19. NUMBER OF MINORITY GROUP PRINCIPALS AND ASSISTANT PRINCIPALS IN THE EIGHT LARGEST DISTRICTS, BY SCHOOLS OF DIFFERENT RACIAL AND ETHNIC COMPOSITION*

	Principals and Assistant Principals					
MINORITY % OF ENROLLMENT IN THE SCHOOL	SPANISH SURNAME	OTHER WHITE	NEGRO	CHINESE JAPANESE KOREAN	AMERICAN INDIAN	OTHER NONWHITE
0		9				
1 - 10	8	547	9		1	3
11 - 20	3	295	3	1		
21 - 30		173	1		1	
31 - 40	1	114	4	1		
41 - 50	7	126	4	1		
51 - 60	2	87	3			3
61 - 70	2	106	7	1		
71 - 80		68	6			
81 - 90	2	92	5	3		
91 - 100	4	338	46	6	1	1
TOTALS	29	1,955	86	13	3	7

*Totals do not agree with those in Table 9 because that table was computed from district summary reports which counted preschool and some other administrators as principals. This table is the result of analysis of reports of individual elementary and secondary schools.

V. DISTRIBUTION OF NONCERTIFICATED EMPLOYEES

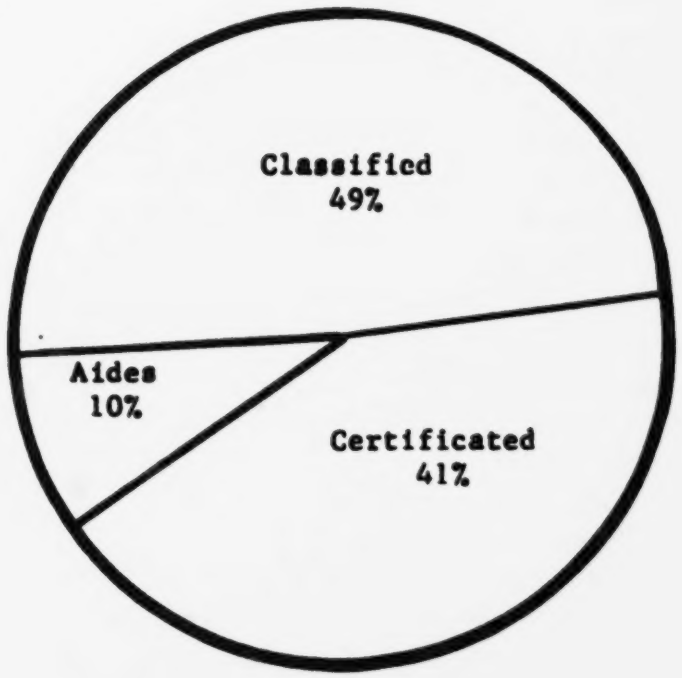
Public school employees in positions not requiring certification qualifications are classified as to duties, salaries and the like by local boards of education. Classified positions include clerical, custodial, and other employment requiring varying degrees of skill. Tables 1, 2, 9 and 11 and Figure 1 include data on the total numbers and percentages of classified employees in the state, at the K-12 and junior college levels, and in the eight largest districts and the sample of smaller districts.

There are fewer classified than certificated employees in the California public school system. Classified positions usually require less formal education and are lower paid. With the exception of the Chinese, Japanese and Korean group, racial and ethnic minorities have a larger share of classified than of certificated employment, although even in classified positions the white majority group is employed above its percentage of pupils.

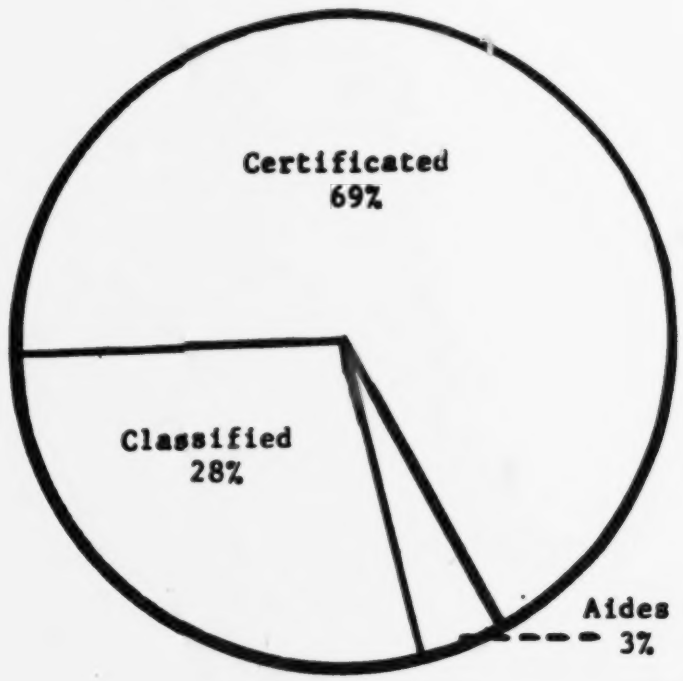
Table 20 presents comparative data on classified employment at the K-12 level in metropolitan and non-metropolitan areas. It

TABLE 20. CLASSIFIED EMPLOYMENT IN K-12 SCHOOLS, METROPOLITAN AREAS AND OTHER AREAS

	TOTAL	SPANISH SURNAME	OTHER WHITE	NEGRO	CHINESE JAPANESE KOREAN	AMERICAN INDIAN	OTHER NONWHITE
METROPOLITAN AREAS							
Elementary schools	27,855	1,721	23,206	2,537	260	44	87
Percent	99.96	6.17	83.30	9.10	.93	.15	.31
OTHER AREAS							
Elementary schools	6,127	337	5,586	120	29	37	18
Percent	99.98	5.50	91.17	1.95	.47	.60	.29
METROPOLITAN AREAS							
Secondary schools	22,465	1,249	18,305	2,592	213	35	71
Percent	99.96	5.55	81.48	11.53	.94	.15	.31
OTHER AREAS							
Secondary schools	3,896	204	3,558	92	18	12	12
Percent	99.97	5.23	91.32	2.36	.46	.30	.30

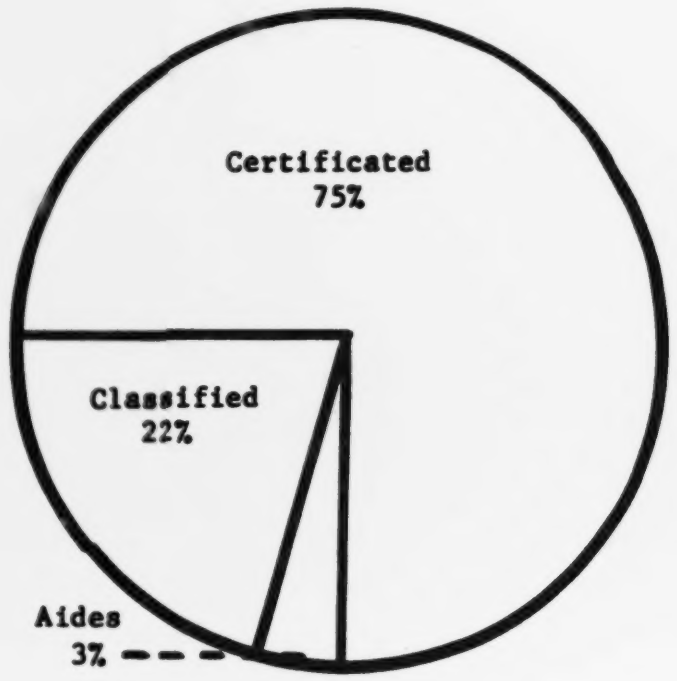


SPANISH SURNAME
(10,327 Employees)



OTHER WHITE
(257,811 Employees)

NEGRO
(16,394 Employees)



CHINESE, JAPANESE,
KOREAN
(4,206 Employees)

Figure 5

CALIFORNIA PUBLIC SCHOOL EMPLOYEES OF FOUR RACIAL AND ETHNIC GROUPS,
BY TYPE OF EMPLOYMENT (K-12 Level)

TABLE 21. TEACHER AIDES AND COMMUNITY AIDES IN K-12 SCHOOLS, METROPOLITAN AREAS AND OTHER AREAS

	TOTAL	SPANISH SURNAME	OTHER WHITE	NEGRO	CHINESE JAPANESE KOREAN	AMERICAN INDIAN	OTHER NONWHITE
METROPOLITAN							
Elementary	6,667	731	4,900	917	91	9	19
Percent	99.97	10.96	73.49	13.75	1.36	.13	.28
OTHER AREAS							
Elementary	1,618	225	1,282	84	12	7	8
Percent	99.98	13.90	79.23	5.19	.74	.43	.49
METROPOLITAN							
Secondary	1,556	109	1,247	178	18	2	2
Percent	99.96	7.00	80.14	11.43	1.15	.12	.12
OTHER AREAS							
Secondary	213	17	187	6	3		
Percent	99.98	7.98	87.79	2.81	1.40		

shows that Negroes hold a larger proportion of classified positions in the metropolitan areas than all other minority groups combined. In the non-metropolitan areas, Spanish surname employees hold a larger proportion of classified positions than all other minority groups combined.

Table 21 presents a similar comparison of data on another category of employment, that of paid teacher aides and community aides. These positions, small in number, are neither certificated nor classified,are of recent origin, and are often associated with compensatory education programs. Minority groups are well represented. Negroes hold a larger proportion of these positions in the metropolitan areas and persons of Spanish surname hold a larger proportion in the nonmetropolitan areas.

Figure 6 represents the proportions of school employees within each of four racial and ethnic groups who hold the three categories of positions--certificated, classified, and aides. There are striking differences between groups, which might be correlated with other differences in educational and employment patterns.

Among Chinese, Japanese and Korean individuals employed at the K-12 level, 75 percent are certificated, 22 percent are classified, and 3 percent are aides. Sixty-nine percent of the Anglo Caucasian majority are certificated, 28 percent are classified, and 3 percent are aides.

Forty-eight percent of Negroes are certificated, 45 percent are classified, and 7 percent are aides. Forty-one percent of those of Spanish surname are certificated, 49 percent are classified, and 10 percent are aides.

More than half of all Negro and Spanish surname school employees, it will be observed, are in other than certificated positions, while one-quarter of all Chinese, Japanese and Korean school employees and less than one-third of white majority-group school employees are in noncertificated positions.

VI. SUMMARY

Data were presented in the preceding sections of this report in order to find answers to three questions. The first question was:

> What is the relationship between the race or ethnicity of school employees and positions held, places of employment, and race or ethnicity of students?

Most of the tables and figures in the report provide data related to this question. They show that at the K-12 level about 75 percent of the students in California public schools are of the "other white", or Anglo Caucasian, group. Members of that ethnic group hold 91 percent of the teaching positions, 93 percent of the other certificated positions which include counselors, supervisors, curriculum specialists and superintendents, and 96 percent of the principalships.

The majority, Anglo Caucasian group also holds 84 percent of the classified positions. Only in the category of teacher aides and community aides do schools employ majority-group and minority-group individuals in about the same proportions their groups represent in the pupil population.

At the junior college level, 83 percent of the students are Anglo Caucasian. Ninety-five percent of the teachers and 99 percent of the administrators are members of that ethnic group.

Twenty-seven of the 1,282 certificated positions in the offices of county superintendents of schools are held by members of racial and ethnic minorities.

None of the minorities is represented in total school employment in proportion to its percentage of the pupil population. The lowest ratio is that of the Spanish surname group, and the next lowest is that of the Negro.

Without implying the need or desirability of ethnic quotas in school employment, equal opportunity maybe expected to increase considerably the numbers of minority personnel in certificated and other positions. From 1940 to the present there has been a very slow but steady increase in the proportion of minority-group teachers in California. Combining data from this survey with that reported by the U.S. Census of Population in 1940, 1950 and 1960, the trend is indicated in Table 22. It shows a rise in Negro teacher population from .2 percent in 1940 to nearly 4.0 percent in 1966, and for other nonwhites from .7 percent in 1940 to more than 2.0 percent in 1966. During the period 1940-1960 the Negro percentage of the state population rose from 1.8 to 5.6, while the other nonwhite percentage declined from 2.7 to 2.4.

TABLE 22. CALIFORNIA TEACHERS
BY PERCENTAGE IN THREE RACIAL GROUPS

YEAR	SOURCE OF DATA	WHITE (Including Spanish Surname)*	NEGRO	OTHER NONWHITE
1940	U.S. Census	99.10	.20	.70
1950	U.S. Census	98.50	1.20	.30
1960	U.S. Census	96.20	2.50	1.30
1966	Current Survey	94.03	3.94	2.03

*White persons of Spanish surname were not enumerated separately in the Census reports used here.

Considering the state as a whole, more Negroes are employed in certificated positions than any other minority group. Nevertheless, there are no Negro certificated personnel in 22 of the 58 counties, and fewer than 10 of them in 13 other counties. Two counties have no Spanish surname certificated personnel, and 25 others have fewer than 10. Sixteen counties have no Chinese, Japanese or Korean certificated personnel, and 18 others have fewer than ten. American Indians and "other nonwhites" comprise less than 1 percent of the state's student population and an even smaller percentage of school employees.

As the districts increase in size of student enrollment, more certificated and noncertificated Spanish surname, Negro, Chinese, Japanese and Korean personnel are employed.

The eight largest districts, with enrollments of more than 50,000, differ widely in their employment of Negro certificated personnel, and to a smaller extent in their employment of Chinese, Japanese and Korean certificated personnel. Percentages of Negroes employed by these districts as teachers, as principals, and in other certificated positions range from .38 to 15.98; percentages of Spanish surname personnel from .71 to 2.68; and of Chinese, Japanese and Korean personnel from .39 to 4.37.

One major district employs more than half of the state's Negro certificated personnel and one-third of the state's Chinese, Japanese and Korean certificated personnel. These ethnic groups comprise 24 percent of the district's student population and 17 percent of its certificated personnel.

Most school employees in all categories, both minority and majority, are employed in metropolitan areas. The 10 southern counties, as

compared with all the others north of the Tehachapi, have the larger number of school employees, both minority and majority. Few minority individuals are employed as school administrators anywhere in the state.

The second question posed in the Introduction was:

> Are minority-group employees assigned more often to schools in compensatory education target areas?

Target area schools, especially at the elementary level, to a large extent serve those students whose educational disadvantages are linked to poverty and cultural differences. Tables 12 and 13 and Figure 3 indicate that Spanish surname and Negro certificated personnel are found in somewhat larger percentages in Title I (ESEA) target schools than in other schools at the elementary level.

In the 244 schools in low-income areas designated for special State aid under the provisions of Senate Bill 28 (McAteer, 1966), the contrast is much stronger. These are predominantly minority schools. Except for American Indians, all minority groups have higher percentages of certificated positions in S.B. 28 schools than in other elementary schools. More than 31 percent of the certificated staff in the S.B. 28 schools are Negro, compared to 2.4 percent Negro in all the other elementary schools in the state.

The third question was:

> In schools as measured on an integration scale, to which schools are employees in each of the racial and ethnic group categories assigned?

Some of the answers are provided by Tables 14 through 19 and Figures 4 and 5.

Negro certificated personnel are seldom assigned to predominantly majority schools. A larger proportion of the Negro group is assigned to minority schools than of the Spanish surname, other white, or Chinese, Japanese and Korean groups. Negro teachers are usually placed in schools where Negro students predominate, and the same pattern prevails among the few promoted to the position of principal or assistant principal.

More of the Spanish surname, Chinese, Japanese and Korean teachers are assigned to mixed or majority schools. Those who become principals also are more likely to serve in a mixed or majority school.

Conclusions

Both from the point of view of employment opportunity in professional and other positions, and of educational opportunity involving encounters of pupils with teachers of all groups, California public schools have not solved the problems of recruiting, educating, hiring, assigning and promoting members of the state's racial and ethnic minorities on an equal basis with members of the majority ethnic group.

Many minority children attend schools staffed by a disproportionate number of minority teachers and other minority employees. Many other children see only custodial or other classified employees or aides if they see any minority adults in their schools. Most schools in most districts employ very few minority personnel, especially in certificated positions. Administrators are almost entirely Anglo Caucasian.

Negro, Chinese, Japanese and Korean teachers have increased in proportion to teachers of the white majority group since 1940, but the rate of increase of the Negro teacher group has not been commensurate with that of Negro population growth in California.

The ratio of Spanish surname educators to students, like that of the small American Indian and "other nonwhite" groups, is very low. Spanish surname people in California comprise the largest of the minorities, but Spanish surname certificateed and classified personnel are fewer than those who are Negro,, especially in the heavily populated metropolitan areas, and relatively fewer than those who are Chinese, Japanese or Korean..

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